DOCUMENT RESUME

ED 311 974 JC 890 479

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TITLE Guidelines for Curriculum Development. Revised.
INSTITUTION College of the Redwoods, Eureka, Calif.
PUB DATE Jun 89
NOTE 41p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Standards; *College Curriculum; College Planning; Committees; Community Colleges; *Course Content; *Curriculum Development; Guidelines; Two Year Colleges

ABSTRACT

The curriculum development process explained in this booklet was first implemented at College of the Redwoods in May 1986 and then revised in June 1989. First, information on the college's Curriculum Committee is provided, indicating that the committee was formed to plan credit/non-credit courses; evaluate and approve additions, modifications, or deletions to the curriculum; and assist in the development and planning of the overall and long-range curriculum services of the college. Details are provided on the committee's membership, terms of office, function, procedures for completing and routing forms for course approval, timelines, restrictions, and policies. Attachments include the following forms, standards, and guidelines: (1) the Curriculum Proposal Form, with accompanying guidelines; (2) a credit course outline; (3) a form requesting course exemption from certain academic policies; (4) a noncredit course outline; (5) a checklist of standards and criteria for degree-applicable and nondegree-applicable credit courses; (6) standards and criteria for noncredit courses; (7) an approved taxonomy of programs; (8) guidelines for independent study courses; (9) guidelines for the substitution of associate of science degree requirements; and (10) a copy of the college's policy on course repeats. (VVC)

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GUIDELINES FOR

CURRICULUM DEVELOPMENT

Revised June, 1989

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CURRICULUM DEVELOPMENT
CURRICULUM COMMITTEE

IMPLEMENTATION DATE: May, 1986 REVISED: June, 1989

I. Membership and Terms of Office

A. Membership on the College Curriculum Committee shall consist of:
1. Dean of Instruction (Co-chairperson)
2. Academic Senate President (Co-chairperson)
3. One representative from each division, nominated by the division and appointed by the Academic Senate
4. One representative from the counseling staff, nominated by the Counseling Office and appointed by the Academic Senate.

B. Terms of Office
1. Permanent membership shall be held by the Dean of Instruction and the President of the Academic Senate.
2. Appointed members shall serve for a period of two years and for not more than two terms in succession.

C. Advisory staff to the committee shall include, but not be limited to, the following:
1. Dean of Students
2. Evaluation Technician
3. College Articulation Officer

II. Function

A. The College Curriculum Committee is a standing committee of the College and is concerned with curriculum planning of credit and non-credit courses. The major functions of the Committee are to:
1. Maintain an on-going evaluation of the College curriculum.
2. Serve as the college advisory committee on curriculum.
3. Approve additions, modifications, or deletions to the curriculum.
4. Assist in the development and planning of the overall and long-range curriculum services of the College.

B. The specific functions of the Curriculum Committee are to act on the following proposals:
1. New course (all credit and non-credit courses) that falls within an existing approved program of the College.
2. Deletion of a course.
3. Revision of a catalog description that changes the nature of a course.
4. Change in hours and/or units of a course.
5. Minor changes in the requirement patterns of existing certificate or degree programs.
6. Change of prerequisite if two or more divisions are involved.

C. The following changes, may be made administratively, without Curriculum Committee action, when recommended by the appropriate Division Chair/Director or Center Dean, and approved by the Technical Review Committee and the Dean of Instruction:
1. Course titles or course descriptions where the original intent is not altered.
2. Minor number revision.
3. Typographical errors.
4. Prerequisite or co-requisite if another division is not involved.
5. Grading Standard.
6. Course outcomes/objectives.
7. Topical outline.
8. Texts and materials.
9. Methods to measure student achievement.
10. Required reading , writing, and other outside of class assignments.
11. Critical thinking tasks/assignments.

III. Procedures and Timelines

A. The Academic Services Master Calendar, published annually, specifies the latest dates that the Curriculum Committee will consider new or revised course proposals for inclusion in the following year's catalog. Courses approved after the established deadlines will not be included in the next year's catalog. With the exception of experimental courses (i.e., those numbered 88, 188, or 388) courses may not be offered until after they have been published in a college catalog.

B. Ideas for new courses and programs may originate from such sources as students, faculty, advisory committees, administrators, community and government offices, and transfer institutions, but the formal responsibility for new course and program introduction lies with the Division Heads and Center Deans. It is the responsibility of the Division Head/Center Dean to assess student and community needs before forwarding recommendations for Curriculum Committee consideration.

C. When considering development, revision, or deletion of any course, prior to submitting a curriculum proposal, the person initiating the process should:

1. Consult with other instructors (full-time, part-time, main campus, centers) who might be affected.
2. Consult with Advisory Committees where appropriate.

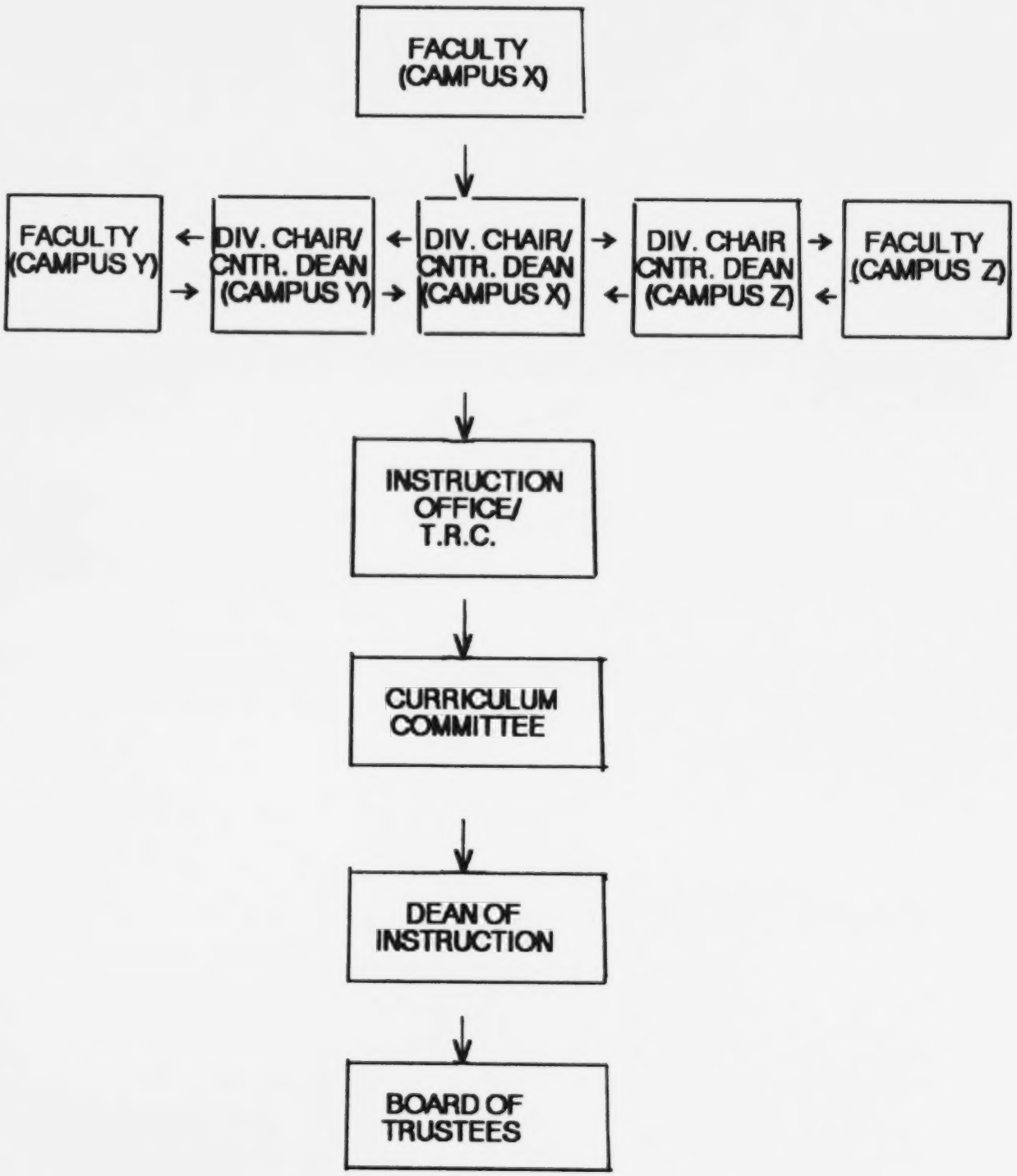
D. To propose/revise/delete curriculum, the following forms must be submitted:

1. Curriculum Proposal Form.
2. Course Outline Form.

E. The completed forms are to be routed and receive approvals in the following order:

1. Division Head or Center Dean and appropriate instructors at the campus of origin.
2. Division Head and Center Dean(s) at the other two locations.
   (Note: The Division/Center initiating the proposal is responsible for obtaining all of the required approval signatures BEFORE forwarding the forms to the Instruction Office.)
3. Instruction Office, for Technical Review Committee consideration. If approved, course is either approved administratively (if appropriate) or forwarded to the
4. Curriculum Committee for study and recommendation. If approved,
5. Dean of Instruction for approval.
6. Board of Trustees for local legal approval.
7. Board of Governors of the California Community Colleges, Sacramento, and Department of Veterans Affairs, if applicable, for State Legal approval.

(SEE FLOW CHART, PAGE 3)


FACULTY (CAMPUS X)
FACULTY (CAMPUS Y)
DIV. CHAIR/ CNTR. DEAN (CAMPUS Y)
DIV. CHAIR/ CNTR. DEAN (CAMPUS X)
DIV. CHAIR CNTR. DEAN (CAMPUS Z)
FACULTY (CAMPUS Z)
INSTRUCTION OFFICE/ T.R.C.
CURRICULUM COMMITTEE
DEAN OF INSTRUCTION
BOARD OF TRUSTEES

F. The procedure for completing and routing forms for approval is as follows:

1. Complete a Course Outline form, giving particular attention to the following sections:
   a. Credit Course Outline Form (Exhibit A)

Academic Level

(1) Courses which are acceptable as lower division courses which count toward the baccalaureate at CSU or UC should be described as baccalaureate appropriate degree applicable credit courses and be numbered 1-99.

(2) Courses which apply to the major in a non-baccalaureate occupational field should be described as AA/AS degree applicable credit courses, and be numbered 100-199.

(3) Courses which are not college level, i.e., those which are remedial or developmental in nature, should be described as non-degree applicable credit courses, and be numbered 300-399.

Prerequisites and Co-requisites

The revisions to Title 5, Sections 55002 (a) and 55805.5, directed colleges to establish "language and/or computational skills" requisites for degree- and certificate-applicable credit courses when such requisites are "deemed by the college and/or the district curriculum committee as necessary for success in such courses." Normally, eligibility for enrollment in Associate degree level English (Engl 150) and/or Math (Math 105) courses should be requisite to enrollment in a degree applicable credit course. However, "some courses may be exempted from such requisites....if systematically derived evidence can be provided to demonstrate that such skills are not necessary to success in the course." If Engl 150 or Math 105 eligibility is deemed by the course author not to be appropriate for the course, a request for exception from this requirement may be made using the "Request for Exception " form. The Curriculum Committee is authorized to grant an exception if it deems a request to be justified. All prerequisites must be academic. "Consent of the instructor" is not a legal prerequisite.

Catalog Description

Descriptive paragraph should be brief and appropriate for publication in the catalog. The description should be grammatically correct and comprised of complete sentences. Any non-academic prerequisites, special supplies or equipment needed by students, or other supplemental information about the course should be shown as a "Note."

Objectives

List the primary instructional objectives of the class. Formulate some of them in terms of specific student accomplishments. For degree- applicable courses, include objectives in the area of critical thinking.

Topical Outline

List topics covered and the approximate percentage of class time devoted to each topic.

Appropriate Texts and Materials

List all textbooks required and/or recommended for use in the course. Title 5 requires that educational materials (i.e., texts and handouts) used in degree applicable courses be college level. Two options are available for determining the level of textbooks and materials. The first is for the Division Chair, Branch Coordinator, or Center Dean to certify that two or more colleges or universities use the same materials. Publishers can readily supply a list of colleges which have adopted a particular text making this form of certification especially convenient. A second option is to have the Learning Assistance Center perform a reading level analysis of the text using readability index scales. To do this, provide the LAC with the text or a copy of pages 46, 47, 48, 96, 97, 98, I46, I47, I48, I96, I97, and I98 of the text, allow ing one week for this analysis to be completed.

If a text is not deemed to be college level, or if no text is required, a request for exception to this requirement may be made using the "Request for Exception" form. The Curriculum Committee is authorized to grant an exception if it deems a request to be justified.

Methods Used to Measure Student Achievement

Indicate, by checking all applicable categories, the method used to measure student achievement in the course. Essays or other substantial writing assignments are to be required in degree applicable credit courses UNLESS problem-solving or skills demonstration is more appropriate. A course in which grades are based solely on objective examinations and/or attendance will not be approved for degree credit. Grades in non-degree credit classes may not be based solely on attendance.

Required Reading, Writing, and other Outside of Class Assignments

Check all applicable categories. Title 5 reinforces the "Carnegie unit" ratio of in-class to out-of-class work expected of students. For every unit of credit a student earns in a semester length course, a minimumn of 3 hours of in-class and/or out-of-class work per week is required. The types of activities in which students will be expected to engage outside of regular class time must be indicated. In addition, all degree credit classes must present material with a scope and intensity such that students are required to study outside of class time.

To be more specific: A lab in which students spend 3 hours per week for 1.0 unit of credit must require some additional outside study. On the other hand, an activity class in which students spend 2 hours per week for 1.0 unit of credit would be expected to require a minimum of I8 hours of additional outside study. The course outline must indicate the nature of that study.

College Level Critical Thinking Tasks/Assignments

Describe how the course requires students to independently analyze, synthesize, explain, assess, anticipate, and/or define problems, formulate and assess solutions, apply principles to new situations, etc. Degree applicable credit courses should require students to think critically and to understand and apply concepts at levels determined to be college level by the Curriculum Committee. The Curriculum Committee will make this determination by examining course objectives and the sorts of critical thinking tasks and assignments that will be included in the course. A critical thinking task or assignment would require students to independently analyze a problem, for example, or to apply principles learned in the class to new and different situations. A critical thinking objective might, for example, specify that the student will be able to apply theoretical principles to the solution of a particular practical problem.

Request for Exception
Complete this form if, in any of the above categories, a course fails to satisfy the criteria for approval. The Curriculum Committee will decide, on the basis of the justification provided, whether an exception should be granted.

b. Non-Credit Course Outline Form (Exhibit B)

Academic Level
Courses in parenting, Adult Basic Education, ESL (most courses) citizenship for immigrants, short-term vocational training with high employment potential, health and safety, and home economics, as well as courses for the substantially handicapped and older adults, should be classified as non-credit courses and be numbered 200-299.

Prerequisites and Co-requisites
All prerequisites must be academic. "Consent of the instructor" is not a legal prerequisite.

Catalog Description
Descriptive paragraph should be brief and appropriate for publication.

Entitlement Area
Indicate in which of the 9 authorized areas the course falls.

Course Objectives
Utilizing the check lists provided, indicate the three most important objectives of the course.

Methods to Measure Student Achievement
Indicate, by checking all applicable categories, the methods used to measure student achievement in this course.

Process for Assessment of Course Effectiveness
Indicate, by checking one of the listed categories, the primary method used to evaluate the degree to which the course objectives were accomplished.

Teaching Materials
Indicate, by checking one of the listed categories, the primary teaching materials utilized in the course. It is recognized that additional materials may be used and that they may vary from time to time.

Topical Outline
List topics covered in the course.

c. Standards and Criteria Rating Sheets (Exhibits C and D)

These sheets delineate the bases on which the Curriculum Committee evaluates course proposals. Departments and Divisions are encouraged to use these sheets for preliminary screening of courses before they are submitted to the Office of Instruction.
If a proposal fails to satisfy the listed criteria, it will need to be modified or a "request for exception" will need to be provided before it is submitted to the Curriculum Committee.

2. Complete a Curriculum Proposal form following guidelines described in Exhibit E. Attach the Curriculum Proposal form to the appropriate course outline form and make three (3) sets of copies. The administrator from the campus of origin should sign each set of copies, certifying that departmental approval has been obtained and that the forms are technically complete and correct.

3. Completed forms should be routed as follows:

   a. For credit courses:
   Send (or FAX) one set of copies to each of the two remaining campus locations for review and request that the copies be returned to the division/center of origin with comments and/or approving signatures within one week. (Use of the telephone rather than inter-campus mail to communicate concerns and to resolve differences of opinion is encouraged.) After receiving all three approval signatures (Eureka campus Division Head, plus two Center Deans - these need not be all on the same copy), the originating division/center should submit the three sets of copies (including at least one non-FAXed copy) to the Office of Instruction.

   b. For non-credit courses:
   Send all copies to the Director of Community Education. The Director will be responsible for obtaining approvals from all affected parties and for forwarding approved forms to the Office of Instruction.

4. The Technical Review Committee (TRC), (comprised of the Dean of Instruction, the College Articulation Officer, the Community Education Director, and at least one at-large member), will review the proposed curriculum for technical correctness and completeness of forms submitted. The TRC will meet at regularly scheduled intervals established each year in the fall. TRC meetings are open to all who wish to attend. Interested parties are encouraged to call the Dean of Instruction's Office on the day of the scheduled TRC meeting to find out what courses will be reviewed and to determine whether they wish to attend the meeting. Attendance of Center representatives can be accommodated by use of a conference phone. TRC will notify the division/center of origin, in writing (via the agenda of the Curriculum Committee) as to the status of the proposal. Feedback will specify whether the proposal has been approved as technically correct, approved with conditions (described), or disapproved (reasons will be given).

5. Once a proposal has been approved as technically correct, it will either be approved administratively and included in the master course data bank, or forwarded to the Curriculum Committee, as required, for consideration.

6. All divisions/centers will be notified, via meeting minutes, of the decision of the Curriculum Committee regarding the course.

   a. When a proposal has been rejected, or when further revision is required, a copy of the course outline, with the conditions of approval, will be shown in the Curriculum Committee minutes. It is the responsibility of the originating division/center to submit corrected copies to the Office of Instruction for filing.

   b. When a course has been approved, one copy will be kept on file in the Office of Instruction. Divisions and Centers submitting curriculum proposals should always retain a copy for their records. Additional copies will be forwarded to centers or divisions upon request.

F. In addition to evaluating course proposals for compliance with Title 5 academic standards and criteria, courses will be judged by the Curriculum Committee on the following:

1. Evidence that the course is needed.
   a. Is it required in order to meet transfer needs of students?
   b. Does it meet a vocational-technical need?
   c. Does it contribute to College of the Redwoods' general education objectives?
   d. Does it meet the needs of other divisions?
   e. Does it meet remedial needs?
   f. Does it meet community needs?
   g. Could an existing course be modified to meet this need?
   h. Other

2. Relation of the proposed course to other courses.
   a. Will it modify any existing course or courses? (In this division or in other divisions at College of the Redwoods?)
   b. Will it inappropriately overlap or duplicate any existing course or courses? (in this division or in other divisions at College of the Redwoods?)
   c. Will any course be dropped because of it? (in this division or in other divisions at College of the Redwoods?)
   d. Will it supplement some other course or courses; if so, which ones?

3. Implications of course approval for transfer, degree, and/or certificate program requirements.

4. Administrative criteria:
   a. Is it consistent with college philosophy, goals, and objectives?
   b. Is the course part of a larger curriculum program readily identified with the purpose of the community college?
   c. If it is appropriate that a lay-advisory committee be consulted in regard to the need for such a course, has this been done?
   d. Will offering the course require additional staff?
   e. To what degree will offering the course require additional equipment and facilities?
   f. Have the financial aspects of offering the course been considered from a short and long-term point of view?
   g. Will enrollment in the course remain relatively constant, or will it increase in proportion to general enrollment?
   h. Does the course unnecessarily duplicate offerings in other nearby institutions?
   i. Miscellaneous.

IV. Additional Curriculum Committee Restrictions, Guidelines, and Policies

A. The Curriculum Committee cannot act on courses which are proposed as part of a new program until <u>after</u> that program has been approved by the Academic Services Council acting as the Master Program Planning Committee.

B. The following nine curriculum areas are designated as appropriate for state-supported non-credit courses:
   1. Parenting.
   2. Elementary and secondary basic skills.
   3. English as a Second Language.
   4. Citizenship for immigrants.
   5. Programs for substantially handicapped.
   6. Short-term employment training.
   7. Older adult programs.
   8. Home economics.
   9. Health and safety.

All non-credit adult courses must be submitted to the Community Education Office for approval. The Community Education Director is responsible for obtaining approval from the Chancellor's Office for non-credit programs and courses.

C.. The types of courses listed below are defined in Title 5, Section 55001 as community services classes and may not be claimed for apportionment purposes. No classes of this nature can be submitted to, or approved by , the Curriculum Committee as "credit "offerings.

1. Avocational classes.
2. Recreational classes.
3. Seminars, lecture series, forum series, workshops, and conferences.
4. Professional and occupational inservice classes.

Recreational, avocational, and personal development courses are those which:

1. are not required or suggested elective courses leading to the completion of the requirements of a major offered by the college;
2. are offered primarily to provide recreational or avocational pursuits for students;
3. are of greater private than public interest;
4. should be offered as community services classes for a fee which covers the cost of instruction.

Community Services classes are to be offered on a self-supporting fee basis only.

D. Experimental courses, 88 (BA level) , 188 (AA level) , and 388 (Developmental Skills level), are generally either one-semester or one-half semester in length and are intended to become part of the permanent offerings of one of the college's approved educational programs. They are similar to courses which are designed to lead to transfer, diplomas, certificates, or degrees; however, until they are given a permanent course number they may be used only as elective units for transfer (88s) or for the AA degree (188s). At the time they are approved the Curriculum Committee will assign an expiration date for each 88 , 188, or 388 course. Generally these courses will be approved for no more than one year.

E. Credit/no credit grade option. In order to qualify for the CR/NC-grade option, a course must be:

1. an introductory course,
2. the first course in a sequence, or
3. an exploratory course.

F. Course repeatability.

Credit Courses: A course may be approved as repeatable if its content or focus differs each time it is offered and it provides the repeating student the opportunity to gain expanded educational experience because:

1. skills are enhanced by supervised repetition and practice within class periods, or
2. active participatory experience in individual study or group assignments is the basic means by which learning objectives are attained.

Credit courses may not be made repeatable for more than three semesters.

Non-Credit Courses: There is no limit on the repeatability of non-credit courses.

G. Contact Hours.

The minimum required contact hours for each unit of credit awarded are:

Lab - 3 hours per week or 54 hours total

Lecture - 1 hour per week or 18 hours total

Courses may be approved which exceed these minimums if it can be demonstrated that (1) parallel or transfer institutions also require additional hours, and (2) there are sound pedagogical reasons for doing so.

H. "Sunset" Policies.

1. Courses that have not been offered within a three-year period shall be subject to the "sunset" policy (deletion) from the curriculum by the Curriculum Committee.

2. Courses that fulfill AA/AS/GE transfer requirements, and that have not been offered within a two-year period, shall be " deleted" from AA/AS/GE transfer requirement patterns by the Curriculum Committee.

The Curriculum Committee will notify all instructional administrators of courses which become subject to the "Sunset" policy (to be deleted) and will consider all requests/explanations for why a particular course should be retained before taking action.

Exhibits:

A. Credit Course Outline
B. Non-Credit Course Outline
C. Standards and Criteria for Credit Courses Worksheet
D. Standards and Criteria for Non-Credit Course Worksheet
E. Guidelines for Completing the Curriculum Proposal Form
F. Appendix (Guidelines, Policies, etc.)

Exhibit E

GUIDELINES FOR COMPLETING THE CURRICULUM PROPOSAL FORM
Revised June, 1989

The following are guidelines for filling out the Curriculum Proposal form:

1. **DIVISION/CENTER**

   Enter the name of the Division or Center submitting the proposal.

2. **DEPARTMENT AND COURSE NUMBER**

   Enter the proper departmental abbreviation, given in Appendix A, and add the official course number.

3. **COURSE TITLE**

   Enter the complete descriptive course title. (19 characters max. when entered in the computer)

4. **NEW....CHANGE....DELETE**

   Place a check mark before the appropriate action. If the proposal is for a change, all areas of change must be circled and a copy of the most current course outline should be attached. (Please be sure to check the line which indicates if a change has been made in the catalog description.) All three actions require attachment of an appropriate course outline. This revised version of the Curriculum Proposal also requires a reason for deletion.

5. **ACADEMIC LEVEL**

   Place a check mark before the appropriate level, to match the course number proposed in Item No. 3 above. For Baccalaureate level courses, list at least two CSU colleges that offer a similar course and include their course number.

6. **TOP CODE**

   Enter the six-digit TOP code from the current list of TOP codes approved for College of the Redwoods and included in this booklet. Also enter the internal TOP code (if you have one). Indicate whether or not the course is a requirement or an elective course in a certificate program.

7. **GRADING STANDARD**

   Place a check mark before the appropriate grading standard, to match the information in the Course Outline. If you are choosing the grade CR/NC option indicate which criterion the course meets.

8. PREREQUISITE - CO-REQUISITE

Place a check in the appropriate location, using the information on the Course Outline, and list the course(s) that are prerequisite. A prerequisite must be academic, otherwise it should be listed in the descriptive paragraph under a "Note." If the course has a co-requisite, indicate that also and list the course.

9. IS COURSE REPEATABLE

Fill in the information as given on the Course Outline. For a course which can be repeated for credit, enter the maximum total number of enrollments and the maximum total number of units for which it can be repeated. Use the Request for Exception form to justify repeatability. (NOTE: See guidelines for course repeatability under IV.F., page 9, of the Curriculum Development Guidelines for additional information.)

10. ATTENDANCE TYPE

In general, semester-length courses are Census Hour courses, and short-term or irregularly-scheduled courses are Positive Hour courses. The main exceptions are programmed Business classes, CIS labs, English and Guidance classes which are scheduled DHR hours only, and all non-credit adult courses (200-299). These classes are always Positive Hour courses, even if they are scheduled for the entire length of the semester. Unit Attendance is for independent study classes only.

11. MAXIMUM CLASS SIZE

Enter the class size as indicated on the Course Outline.

12. FEES

Enter the fee students must pay for contract classes for which the College does not receive any ADA. (DO NOT list normal tuition charges.)

13. TLUs (Teacher Load Units)

Enter the TLU value for the course, using the appropriate formula below:

Semester-Length Courses

Weekly lecture hours x 1.5 = lecture TLUs
Weekly lab hours x 1.0 = lab TLUs
Lecture TLUs + lab TLUs = total TLUs for the course

Short-Term Course

Total lecture hours x 1.5 = unadjusted lecture TLUs
Total lab hours x 1.0 = unadjusted lab TLUs
Unadjusted Lecture TLUs + unadjusted lab TLUs ÷ 18 = total TLUs for the course
(Divide unadjusted lecture TLUs plus unadjusted lab TLUs by 18 to determine total TLUs for the course.)

14. CONTACT HOURS

For semester-length courses, enter the **weekly** lecture and lab hours. For short-term classes, enter the **total** lecture and lab hours. Also enter number of weeks' duration. Please attach a Request for Exception sheet to justify more-than-minimum required hours for unit value awarded.

15. DOES COURSE FULFILL REQUIREMENTS FOR THE CALIFORNIA STATE UNIVERSITY AND/OR UNIVERSITY OF CALIFORNIA SYSTEMS?

Check the appropriate line, depending upon whether or not the course fulfills one of the general education requirements for the California State University system and/or University of California system (see college catalog). If course meets G.E. requirements, enter appropriate area it fulfills.

16. METHOD OF INSTRUCTION

Check the appropriate line.

17. SAM CLASS (STUDENT ACCOUNTABILITY MODULE CLASSIFICATION)

Enter the appropriate occupational classification code from the following standardized state list:

A	=	Apprenticeship course
B	=	Advanced occupational
C	=	Clearly occupational
D	=	Possibly occupational
E	=	Non-occupational
F	=	Clearly academic--the last class in a series
G	=	General academic
H	=	General education
I	=	Remedial/handicapped skill development
X	=	Other

Note: In an occupational program, there should be one, or at the most two, "B" courses which are usually taken at the end of the program.

COURSE CLASSIFICATION CODE

A. LIBERAL ARTS AND SCIENCES EDUCATION COURSES

These courses are equivalent in educational respects to courses offered at the freshman-sophomore level at four-year institutions of higher education and are recognized by the University of California, California State University or an accredited independent college or the university in California as part of the required or elective preparation toward a major degree or as part of a general education requirement and are subjected to the published standards for matriculation, attendance, and achievement of the university, college, or system. Courses in this category include pre-professional courses such as those in engineering, architecture and education.

B. DEVELOPMENTAL PREPARATORY COURSES
Courses to meet the academic needs of educationally disadvantaged students and to bridge the gap between secondary school and college for the student with specifically identified deficiencies. These should be described as "preparatory courses."

C. ADULT AND SECONDARY BASIC EDUCATION COURSES
Courses in basic education and those subjects required for GED or the high school diploma. ESL classes at the "survival" level and citizenship education are in this category.

D. PERSONAL DEVELOPMENT AND SURVIVAL COURSE - NON-HANDICAPPED
Courses designed to assist students with special needs to cope with their problems and to become fully participating students in the college. This category includes courses in guidance, personal and career development, job seeking skills, orientation to college and such college services as the library and financial aid.

E. COURSES FOR SUBSTANTIALLY HANDICAPPED PERSONS
Courses for substantially handicapped persons with severe language and/or learning deficiencies. These courses are directed at students requiring extensive remediation or those with special needs to cope with their problems and to become independent, participating, healthy persons.

F. PARENTING AND FAMILY SUPPORT COURSES
Courses designed to strengthen the family as a unit. This category includes, but is not limited to, courses in home repair and remodeling, personal money management, parent preschool or child growth and development and parent-child relationships, and personal auto and home appliance selection and maintenance.

G. COMMUNITY AND CIVIC DEVELOPMENT COURSES
Courses of study designed to teach adult citizens procedures for effective participation in community and civic improvement including, but not limited to, courses in mechanisms of local government, legal methods for effecting change, citizen planning for community development, and in the conservation and development of human and natural resources.

H. GENERAL AND CULTURAL COURSES (COMMUNITY EDUCATION)
Courses designed to prepare persons for the responsibilities they have in common as citizens in a democracy and to enhance the overall quality of life within a community.

I. OCCUPATIONAL EDUCATION COURSES
Occupational education courses prepare persons for an occupation without the need for subsequent training or education in an institution of higher education even though many such courses are, in fact, accepted for transfer to baccalaureate institutions. Occupational education courses at a community college may also provide for upgrading of job related skills. Generally, courses receiving VEA funds should be in this category.

18. UNITS

Fill in either the units to be awarded or the variable unit range. Do not fill in both. Semester unit values are determined as follows:

18 hours lecture	=	1 unit
54 hours lab	=	1 unit

19. THROUGH 25

The information necessary to complete this portion of the Curriculum Proposal form should be provided by the instructor and administrator developing the course. (Item 24, in most cases, should indicate that the course is appropriate district-wide.)

26. THROUGH 29

Signatures of approval from the appropriate division and both centers must obtained before the course outline is submitted to the Instruction Office..

College of the Redwoods

CURRICULUM PROPOSAL

–Attach Course Outline–

1. Division/Center _____

2. Department and Course Number _____

3. Course Title _____

4. _____ New (If new, are you deleting a course?) Course to be deleted:_____

_____ Change (**circle all items to be changed and attach most current course outline**)

_____ Check here if catalog description is being changed.

_____ Delete (Reason for deletion:_____)
(Attach course outline.)

5. Academic Level:

_____ Baccalaureate Appropriate (degree applicable credit courses Nos. 0-99) List two CSU Colleges with similar courses:
_____ _____ (Include course numbers.)

_____ AA/AS Degree (degree applicable credit courses Nos. 100-199)

_____ Non-Credit Adult (non-degree applicable, non-credit courses Nos. 200-299)

_____ Development Skills (non- degree applicable credit courses Nos. 300-399)

6. Of what approved program is this course a part? _____ TOP Code _____.____
Is the course a major requirement?_____ an elective? _____ INTERNAL TOP _____.____

7. Grading Standard:
_____ Letter Grade Only (GR)
_____ CR/NC Only (CR)
_____ Grade-CR/NC Option (GC)
GR/CR/NC Option Criteria:
_____ Introductory
_____ Ist course in sequence
_____ exploratory

8. Prerequisite? _____ Yes _____ No
_____
Co-requisite? _____ Yes _____ No
_____

9. Is course repeatable? _____ Yes _____ No
If so, repeatable to a maximum of:
_____Total Enrollments
_____Total Units
(Use Request for Exception sheet to justify repeatability.)

10. Attendance Type: _____Census hours _____Positive Hours _____Unit Attendance (Independent Study)

11. Maximum Class Size _____
Reason for size limit if other than room size :
_____

12. Fees _____

13. TLUs _____

14. Contact Hours Per Week: **(Indicate "TOTAL" hours if less than semester length)**
Lecture: _____ **Weekly** _____TOTAL
Lab: _____ **Weekly** _____TOTAL
No. of Weeks _____ **(S – semester length)**
(Use Request for Exception sheet to justify more-than-minimum required hours.)

15. Does course fulfill a General Education requirement?
_____ Yes _____ No
If yes, in what G.E. area? _____

16. Method of Instruction: (check one)
_____Lecture (10)
_____ Lab (20)
_____ Lecture/Lab (30)
_____ Independent Study (54)
_____ Television Course (51)

17. SAM Class. _____ Course Class._____

18. Units _____
or
Variable Unit Range _____

19. Provide evidence that this course/revision/deletion is needed (purpose of proposal).

20. Describe the students who will enroll (include estimated number).

21. Parallel courses--what is the relation of this course to existing courses (modify/ overlap/replace)?

22. Capital Outlay: Describe the equipment needed for this class.
Presently have:

Need to acquire: (include cost)

23. Staffing implications (part-time or full-time faculty) ?_____
Instructional Aide required? How many hours per week? _____

24. Facility Implications: (Unless otherwise stated, it is assumed this course can be offered District-wide.)
Where Scheduled? _____
When Scheduled? Semester(s) _____
Day _____ Evening _____

25. Special Student Expenses (i.e., equipment, clothing, tools, etc.):

26. Submitted by _____ Tel. Ext._____ Date _____

Campus/Location_____

*27. Submitting Division/Center Approval _____ Date _____

*28. Division/Center Approval _____ Date _____

*29. Division/Center Approval _____ Date _____

* Signifies that departmental approval has been obtained by the Division Chair and Center Deans.

MCF Number _____ Expiration Date (00s, 100s, 300s)_____

Entered _____

Textbook _____

Revised 6-89

College of the Redwoods

CREDIT COURSE OUTLINE

DEPARTMENT AND COURSE NUMBER:_____ DEGREE APPLICABLE _____
NON-DEGREE APPLICABLE _____

FORMER NUMBER (If previously offered under different number) _____

COURSE TITLE _____ (Computer max - 19 characters)

LECTURE HOURS: _____ LAB HOURS: _____ UNITS: _____

PREREQUISITE: _____ Eligibility for: Engl I50___ IT 161/Math I05____
Request for Exception Attached_____

CO-REQUISITE: _____

GRADING STANDARD: _____ Letter Grade Only _____ CR/NC Only _____ Grade/CR/NC Option

TRANSFERABILITY: _____ CSU _____UC _____ None
_____ Articulation with UC requested.

Maximum Class Size _____

Repeatable: Yes _____ No _____ Max No. Units _____
Max No. Enrollments_____

CATALOG DESCRIPTION:

NOTE:

COURSE OUTCOMES/OBJECTIVES: List the primary instructional objectives of the class. Formulate some of them in terms of specific measurable student accomplishments, e.g., specific knowledge and/or skills to be attained as a result of completing this course. For degree-applicable courses, include objectives in the area of "critical thinking." (Sample format: "Upon successful completion of this course, the student will be able to...")

_____
COURSE TITLE AND NUMBER

CREDIT COURSE OUTLINE
_____ DEGREE APPLICABLE
_____ NON-DEGREE APPLICABLE

COURSE OUTLINE:

% of Classroom Hours Spent on Each Topic

Lecture*	Lab*

* Each column should total approximately 100%.

APPROPRIATE TEXTS AND MATERIALS: (Indicate textbooks that may be required or recommended, including alternate texts that may be used.)

Text(s)

Title_____ Required _____

_____ Alternate _____

Edition_____ Recommended _____

Author_____

Publisher_____ Date Published _____

(Additional required, alternate, or recommended texts should be listed on a separate sheet and attached.)

For degree applicable courses the adopted texts have been certified to be college-level:

___Yes. Basis for determination:

___is used by two or more four-year colleges or universities (certified by the Division Chair, or Branch Coordinator, or Center Dean)

OR

___has been certified by the LAC as being of college level using the Coleman and Dale-Chall Readability Index Scale.

___ No. **Request for Exception Attached.**

If no text or a below college level text is used in a degree applicable course, a Request for Exception form must be completed and a rationale provided. This request for exception will be approved or denied by the Curriculum Committee.

METHODS TO MEASURE STUDENT ACHIEVEMENT:

Please check where appropriate; however, a degree applicable course must have a minimum of one response in category I, 2, or 3. If category I is not checked, the department must explain why substantial writing assignments are an inappropriate basis for at least part of the grade.

I. Substantial writing assignments, including:

_____essay exam(s) _____term or other paper(s) _____laboratory reports(s)

_____written homework _____reading report(s)

_____other (specify)_____

If the course is degree applicable, substantial writing assignments in this course are inappropriate because:

_____The course is primarily computational in nature.

_____The course primarily involves skill demonstrations or problem solving.

_____Other rationale (explain) _____

_____

_____

_____

2. Computational or Non-computational problem-solving demonstrations, including:

_____exams(s) _____quizzes _____homework problems

_____laboratory report(s) _____field work

_____other (specify) _____

3. Skill demonstrations, including:

_____class performance(s) _____field work _____performance exam(s)

_____other (specify)_____ _____

4. Objective examinations, including:

_____multiple choice _____true/false _____matching items

_____completion _____other (specify)_____

5. Other (specify) _____

NOTE: A course grade may not be based solely on attendance.

REQUIRED READING, WRITING, AND OTHER OUTSIDE OF CLASS ASSIGNMENTS:

Over an 18-week presentation of the course, 3 hours per week are required for each unit of credit. ALL Degree Applicable Credit classes must treat subject matter with a scope and intensity which require the student to study outside of class. Two hours of independent work done out of class are required for each hour of lecture. Lab and activity classes must also require some outside of class work. Outside of the regular class time the students in this class do the following:

_____Study
_____Answer questions
_____Skill practice
_____Required reading
_____Problem solving activity or exercise
_____Written work (essays/compositions/report/analysis/research)
_____Journal (reaction and evaluation of class, done on a continuing basis throughout the semester)
_____Observation of or participation in an activity related to course content (e.g., play, museum, concert, debate, meeting, etc.)
_____Field Trips
_____Other (specify)_____

COLLEGE LEVEL CRITICAL THINKING TASKS/ASSIGNMENTS:

Degree applicable courses must include critical thinking tasks/assignments. This section need not be completed for non-degree applicable courses. Describe how the course requires students to independently analyze, synthesize, explain, assess, anticipate and/or define problems, formulate and assess solutions, apply principles to new situations, etc.

REQUEST FOR EXCEPTION

The Curriculum Committee is authorized to determine the appropriateness of entrance skills and requisites for any given course; to determine whether or not language and/or computational skills at the associate degree level are essential to success in a given course; to determine what is "college level" in learning skills, vocabulary, and in the ability to think critically and apply concepts; and to determine on a case-by-case basis when any departure from the attached guidelines may be justified.

This form may also be used to provide justification for : (1) making a course repeatable, (see Section IV.F. of Guidelines for Curriculum Development); (2) requiring more than the minimum number of contact hours, (see Section IV.G. of Guidelines for Curriculum Development).

To request an exception, provide the following information:

_____
Department and Course No.

_____
Course Title

NATURE OF THE EXCEPTION REQUESTED AND RATIONALE:

Revised 6-89

Exhibit B

COLLEGE OF THE REDWOODS

NONCREDIT COURSE OUTLINE

DEPARTMENT AND COURSE NUMBER: _____

FORMER NUMBER (If previously offered) _____

COURSE TITLE _____

LECTURE HOURS: _____ LAB HOURS: _____

PREREQUISITE: _____

CO-REQUISITE: _____

Maximum Class Size _____

COURSE DESCRIPTION:

ENTITLEMENT AREA (check one)

_____ Parenting

_____ Adult Basic Education

_____ English as a Second Language

_____ Citizenship for immigrants

_____ Short-term vocational training with high-employment potential

_____ Substantially handicapped

_____ Older Adults

_____ Home Economics

_____ Health and Safety

6-88

NONCREDIT COURSE OUTLINE

_____
COURSE NUMBER AND TITLE

COURSE OBJECTIVES:

Identify the three most important objectives of the course (other objectives may exist in addition to these three). No order of importance is requested and all three objectives may be chosen from any one group.

GROUP ONE: SKILL DEVELOPMENT-APPLICATION

_____ Knowledge skills--The ability to relate general or specialized knowledge relevant to a problem and to implement a solution; also, the ability to locate, retain, and apply relevant knowledge.

_____ Critical thinking and reasoning skills--The ability to formulate and analyze problems and to employ rational processes to achieve increased understanding (e.g., the recognition of biased points of view in a speech or a book: the recognition of cause-and-effect relationships).

_____ Creative skills--The ability to design, produce, or otherwise bring into existence original perspectives, explanations, and implementations (e.g., the productions of unique communication; the development of an effective plan or solution to a problem; or the creation of works of art).

_____ Communication skills--The ability or competence to read, write, speak, and listen. The ability to convey information, attitudes, emotions, etc.; and the ability to receive and interpret communications. These skills also encompass normal, nonwritten expression and perception.

_____ Motor skills--The ability or competence in tasks requiring physical dexterity and skill.

GROUP TWO; PERSONAL DEVELOPMENT

_____ Physical health--The physical well-being of students.

_____ Mental health--The mental well-being of students.

_____ Change/Stability--Attitudes toward new and different ideas, relationships, products or methods. The desire to introduce, avoid, or be associated with changes.

_____ Self-concept--The feeling and acceptance of oneself as having basic worth and value.

GROUP THREE: GENERAL KNOWLEDGE

_____ Broad general theory in the discipline.

_____ Social attitudes in terms of the relationship of the individual student to the discipline.

_____ Cultural knowledge relating the discipline to the culture.

_____ Mastering of basic principles, facts, and vocabulary of the discipline.

_____
COURSE NUMBER AND TITLE

METHODS TO MEASURE STUDENT ACHIEVEMENT:

Check as many as apply.

_____ Class participation
_____ Laboratory Work
_____ Attendance
_____ Examinations
_____ Other (specify) _____
_____ Class assignments
_____ Quizzes
_____ Standardized exit exams

PROCESS FOR ASSESSMENT OF COURSE EFFECTIVENESS:

Please identify the primary method utilized to evaluate the degree to which the course objectives were accomplished (check one)

_____ Standardized instrument measuring student subjective opinion
_____ Standardized instrument objectively measuring student knowledge
_____ Student satisfaction with his/her educational experience
_____ Competency based written and practical tests which demonstrate the students' ability to apply skills and concepts learned to minimum standards established by the instructor.
_____ California Occupational Program Evaluation System (COPES)

TEACHING MATERIALS:

Identify below the primary teaching materials utilized in the course. (check only one) It is recognized that additional materials may be used and they may vary from time to time.

_____ Published textbook
_____ Teacher-prepared instructional materials
_____ Tapes, videotapes, films, slides or other audio-visual materials
_____ Computer-assisted instruction
_____ District/college-prepared materials
_____ Equipment, tools, and materials

NONCREDIT COURSE OUTLINE

COURSE NUMBER AND TITLE

COURSE OUTLINE:

Exhibit C

COLLEGE OF THE REDWOODS STANDARDS AND CRITERIA FOR DEGREE APPLICABLE CREDIT COURSES (1-199) AND NON-DEGREE APPLICABLE CREDIT COURSES* (300-399)

COURSE TITLE AND NUMBER: _____

Using the Official Course Outline, please determine whether or not this course meets at a minimum the following standards and criteria required in Title 5, Part VI, of the California Administrative Code. Place a mark (X) in the appropriate column below.
NOTE: NON-DEGREE APPLICABLE CREDIT COURSES NEED NOT MEET THE CRITERIA MARKED "*."

STANDARDS AND CRITERIA (Section 55002)

	Criterion Met	Criterion Not Met	TRC Confirms	CurCom Confirms
(1) Is recommended by the Curriculum Committee and approved by the Board.				
(2) Is taught by a credentialed instructor.				
(3) Is offered as described in an outline in official college files. The outline shall specify the following:				
a. unit value, scope, objectives and content in terms of a specific body of knowledge.				
b. required writing and reading, and other outside of class assignments.				
c. teaching methods.				
d. methods of evaluation for determining if stated objectives have been met.				
(4) Is taught with instructional objectives common to all students enrolled in the course (not just the particular course section).				
(5) Provides for measurement of student performance in terms of stated course objectives, which culminates in a formal recorded grade based upon uniform standards. Bases grades on demonstrated proficiency in subject matter, measured at least in part**, by means of:				
*substantial writing assignments (which may include essay examinations), or, if deemed more appropriate	*			
*problem solving exercises or	*			
*skills demonstration	*			
(6) Grants units of credit based on the number of lecture and lab hours, as specified by the Board, and requires a minimum of three hours of work per week (including class time) for each unit of credit.	*			
(7) Presents material with a scope and intensity such that students are required to study outside of class time. Treats subject matter and uses resource materials, teaching methods, and attendance and achievement standards which the Curriculum Committee deems appropriate for the enrolled students.	*			
(8) Requires, as deemed appropriate by the Curriculum Committee, entrance skills and prerequisites for the course prior to enrollment.				
(9) Requires, as a pre-or corequisite in courses other than English and Math, eligibility for enrollment in associate degree level English and/or Math courses when the Curriculum Committee deems that associate degree level language (composition, reading) and/or computational skills are necessary for success in those courses.	*			
(10) Requires the ability to think critically and to understand and apply concepts at levels determined to be college level by the Curriculum Committee.	*			
(11) Requires learning skills and vocabulary which the Curriculum Committee deems appropriate for a college course.	*			
(12) Requires educational materials which the Curriculum Committee deems to be college level.	*			
(13) Follows course repetition rules.				

**NOTE: A course grade could not be based solely on attendance.
Revised 6/88

COLLEGE OF THE REDWOODS Exhibit D

STANDARDS AND CRITERIA FOR NONCREDIT COURSES (200-299) WORKSHEET

Course Number and Title: _____

Using the Official Course Outline, please determine whether or not this non-credit course meets at a minimum the following standards and criteria required in Title 5, Part VI, of the California Administrative Code. Place a mark (X) in the appropriate column below.

Criteria and Standards
Section 55002

		Rating			
		Criterion Met	Criterion Not Met	TRC App.	CC App.
(I)	Is recommended by the Curriculum Committee and approved by the Board.	_____	_____	_____	_____
(2)	Is taught by a credentialed instructor.	_____	_____	_____	_____
(3)	Treats subject matter, uses resource materials, teaching methods and standards of attendance and achievement as deemed appropriate by the Curriculum Committee.	_____	_____	_____	_____
(4)	Is offered as described in an outline in official college files. The outline shall specify the following:				
	* scope, objectives and content	_____	_____	_____	_____
	* teaching methods	_____	_____	_____	_____
	* methods of evaluation for determining if stated objectives have been met	_____	_____	_____	_____
(5)	Mutual agreement with K-I2. (Ed Code 85I2 and 8530-8534)	_____	_____	_____	_____

If you have checked "criterion not met" on any of the standards above, you have two options: (I) reclassify the course to community services; or (2) upgrade the course to meet these standards. In either case, you must prepare the appropriate curriculum documents.

_____

6-88

HUMANITIES DIVISION - 01

205	ANTH	ANTHROPOLOGY
635	ECE	EARLY CHILDHOOD EDUCATION
210	EDUC	EDUCATION
220	ENGL	ENGLISH
240	FRNC	FRENCH
250	GERM	GERMAN
230	GS	GENERAL STUDIES (Requires approval by Chancellor)
320	HIST	HISTORY
330	HUM	HUMANITIES
260	ITAL	ITALIAN
340	JOURN	JOURNALISM
350	NAS	NATIVE AMERICAN STUDIES
360	PHIL	PHILOSOPHY
370	POLSC	POLITICAL SCIENCE
380	PSYCH	PSYCHOLOGY
272	RUSS	RUSSIAN
275	SNLAN	SIGN LANGUAGE
390	SOC	SOCIOLOGY
280	SPAN	SPANISH

CREATIVE ARTS DIVISION - 02

060	ART	ART
070	CINE	CINEMA
080	DRAMA	DRAMA
090	MUS	MUSIC
100	RT	RADIO/TELEVISION PRODUCTION
110	SPCH	SPEECH

SCIENCE/MATH DIVISION - 03

490	ASTRO	ASTRONOMY
440	BIOL	BIOLOGY
445	BIOL	BOTANY
446	BIOL	ZOOLOGY
500	CHEM	CHEMISTRY
461	CMPST	COMPUTER STUDIES (Mathematic/Science emphasis)
470	ENGR	ENGINEERING
480	ENVSC	ENVIRONMENTAL SCIENCE
300	GEOG	GEOGRAPHY - CULTURAL
510	GEOG	GEOGRAPHY - PHYSICAL
520	GEOL	GEOLOGY
560	MATH	MATHEMATICS
530	METEO	METEOROLOGY
701	NAV	NAVIGATION
450	NR	NATURAL RESOURCES
540	OCEAN	OCEANOGRAPHY
550	PHYS	PHYSICS

BUSINESS DIVISION - 04

024	BUS	BUSINESS (Court Reporting)
026	BUS	BUSINESS
033	CIS	COMPUTER INFORMATION SYSTEMS
040	ECON	ECONOMICS
050	RE	REAL ESTATE

HEALTH/PHYSICAL EDUCATION DIVISION - 05

180	HE	HEALTH EDUCATION
190	PE	PHYSICAL EDUCATION - ACTIVITY
191	PE	PHYSICAL EDUCATION - LECTURE
192	PE	PHYSICAL EDUCATION - SPECIAL
195	PE	PHYSICAL EDUCATION - INTERCOLLEGIATE

HEALTH OCCUPATIONS DIVISION - 06

120	DA	DENTAL ASSISTING
130	HO	HEALTH OCCUPATIONS
150	LVN	LICENSED VOCATIONAL NURSING
140	MA	MEDICAL ASSISTING
170	NURS	NURSING

ADMINISTRATION OF JUSTICE DIVISION - 07

400	AJ	ADMINISTRATION OF JUSTICE
430	FS	FIRE SCIENCE
411	HS	HUMAN SERVICES

VOCATIONAL-TECHNICAL DIVISION - 08

570	AERO	AERO
580	AG	AGRICULTURE
585	AQUA	AQUACULTURE
590	AT	AUTOMOTIVE TECHNOLOGY
595	AT	AUTOMOTIVE TECHNOLOGY - SMALL ENGINES
610	CT	CONSTRUCTION TECHNOLOGY
620	DHET	DIESEL HEAVY EQUIPMENT TECHNOLOGY
630	DT	DRAFTING TECHNOLOGY
640	ET	ELECTRONIC TECHNOLOGY
650	FLE	FAMILY LIFE EDUCATION
660	FOR	FORESTRY
671	FST	FOOD SERVICE TECHNOLOGY
675	GC	GRAPHIC COMMUNICATION
680	IT	INDUSTRIAL TECHNOLOGY
690	MT	MACHINE TOOL TECHNOLOGY
710	WT	WELDING TECHNOLOGY

COOPERATIVE EDUCATION - 24

010	CE	COOPERATIVE EDUCATION

GUIDANCE - 30

310	GUID	GUIDANCE

DISABLED STUDENT SERVICES - 38

061	ART	ART - ADAPTIVE
221	ENGL	ENGLISH - ADAPTIVE
651	FLE	FAMILY LIFE EDUCATION - ADAPTIVE
311	GUID	GUIDANCE - ADAPTIVE
196	PE	PHYSICAL EDUCATION - ADAPTIVE
381	PSYCH	PSYCHOLOGY - ADAPTIVE
391	SOC	SOCIOLOGY - ADAPTIVE

APPROVED TAXONOMY OF PROGRAMS (TOP CODE)
FOR COLLEGE OF THE REDWOODS

Listed below is the current revised list of TOP codes for educational programs approved by the state for College of the Redwoods. These numeric TOP codes and TOP titles are the only ones which should be used for academic reference.

0101.10	General Agriculture
0102.10	Livestock Management
0109.10	Ornamental Horticulture Mgmt.
0114.00	Forestry
0116.00	Agriculture/Forestry Power
0201.10	Architectural Technology
0401.10	Biology
0402.00	Botany, General
0407.00	Zoology, General
0501.00	Business & Commerce, Gen.
0502.00	Accounting
0504.00	Banking & Finance
0506.00	Business Management
0509.50	Merchandising (incl. sales)
0511.00	Real Estate
0514.00	Secretarial Studies (Gen.)
0514.30	Court Reporting
0602.00	Journalism
0603.00	Radio/TV
0703.00	Data Processing
0835.00	Physical Education
0901.00	Engineering, General
0925.40	Electronics
0947.00	Diesel Technology
0948.00	Automotive Technology
0950.30	Commercial Pilot
0952.00	Construction Crafts Technology
0953.00	Drafting Technology
0956.20	Metalworking
0956.50	Welding and Cutting
1001.00	Fine Arts, General
1002.00	Art
1004.00	Music
1007.00	Dramatic Arts
1030.00	Graphic Arts Communication
1102.00	French
1103.00	German
1104.00*	Italian
1105.00	Spanish
1106.00*	Russian
1109.00*	Latin
1203.10	Nursing, RN
1203.20	Nursing, LVN
1203.30	Nurses Aide
1203.70	Medical Asst. & Office Tech.
1204.10	Dental Assisting
1301.00	Consumer Homemaking Educ.
1305.00	Family Relations & Child Dev.
1401.10	Paralegal Studies
1501.00	English
1503.00	Comparative Literature
1506.00	Speech/Debate/Forensic Sci.
1509.00	Philosophy
1701.00	Mathematics, General
1901.00	Physical Sciences, General
1902.00	Physics, General
1905.00	Chemistry, General
2001.00	Psychology, General
2104.00	Social Work & Helping Serv.
2105.00	Administration of Justice
2107.50	Educ. Aide (Classroom Asst.)
2133.10	Fire & Safety Technology
2202.10	Ethnic Studies
2205.00	History
2207.00	Political Science
2208.00	Sociology
3002.00	Food Services Technology
4930.00	General Studies
4930.10	Guidance
4930.11	Interpersonal Skills
4930.12	Job Seeking/Changing Skills
4930.13	Academic Guidance
4930.20	Communication Skills
4930.21	Writing
4930.22	Speech (Oral)
4930.30	Learning Skills-Handicapped
4930.31	Living Skills-Handicapped
4930.32	Learning Skills-Learning Disabl
4930.33	Learning Skills-Speech-Impair.
4930.40	Computational Skills
4930.41	Pre-Algebra(Basic Math/Arith)
4930.42	Algebra, Geom. & Trig.
4930.60	Adult Basic Ed (Grades 1-8)
4930.62	High School Diploma Prog-GED
4930.70	Reading Skills
4930.71	Speed Reading
4930.72	Skill Development
4930.80	English as a Second Language
4930.81	College Level ESL
4930.82	Survival ESL
4930.83	Vocational ESL
4930.90	Citizenship

* Approved courses only.

Revised 6-88

APPENDIX F

(1) Guidelines for Independent Study Courses

(2) Guidelines on Substitution of Associate of Science Degree Major Requirements

(3) Repeatability Policy

GUIDELINES FOR INDEPENDENT STUDY COURSES

Purpose/Description

Independent study opportunities shall be available to advanced students who have substantial preparation in a subject area and who seek to deepen their knowledge or advance their skills by engaging in independent research, special projects, or exploration of a topic not otherwise covered in the curriculum. Independent study courses shall be conducted under the direction of a full- or part-time faculty member in accordance with a written contract that is to be developed and approved prior to a student's registration in an independent study course.

Restrictions

Independent study courses, or projects undertaken in such courses, shall NOT:

(1) be remedial in nature;
(2) be used to compensate a student for work as a lab assistant, reader, instructional aide, or grader;
(3) be used to award units for a job a student already holds or is being paid for; or
(4) be used as substitutes for regular or required courses.

Course Numbers

Independent Study courses may be numbered "40" if baccalaureate appropriate, or "140" if Associate Degree level.

Prerequisites

All independent study courses shall have as a prerequisite either a specific course in the discipline or sufficient background knowledge to make the chosen project feasible.

Unit/Hour Ratio

Students will be expected to complete approximately 54 hours of work for each unit of independent study earned.

Student/Instructor Contact Requirements

During the course of an independent study project, the student and instructor shall have, as a minimum, the following amount of direct contact:

(1) an initial meeting to agree upon and prepare a detailed independent study contract which details how the unit/hour requirement will be met (see section on Contract Format and Requirements);
(2) a mid-project meeting to review the student's progress and plans for completing the project;
(3) a meeting at the conclusion of the project to review and evaluate the student's work.

During the course of the project the instructor is expected to monitor the student's progress on a weekly or bi-weekly basis.

Maximum Unit Value

Independent study courses shall be offered on a variable .5 to 2.0 units-per-semester basis.

Repeatability

Any individual independent study course may be repeated to a maximum of 4 total enrollments or 6 total units.

Grading Standard

All independent study courses shall be offered on a "grade/Cr/NC option" basis.

Registration/Contract Approval/Record Keeping

Section numbers for independent study courses will NOT be listed in published class schedules and may be obtained from Division or Center offices only after a written contract outlining the project and the student's responsibilities has been submitted to and approved by the appropriate Division Chairperson or Center Dean. The Division/Center office will maintain copies of approved independent study contracts for at least five years.

After the eighth week of the semester, students will not be allowed to add independent study courses of more than .5 units.

Contract Format and Requirements

The independent study contract for each student must include, at a minimum, the following information:

(1) A general description of the project to be undertaken.
(2) A list of objectives/student outcomes that will be achieved.
(3) An outline of the topics to be covered.
(4) An indication of how the student will apportion his/her time to accomplish project goals (54 hours must be accounted for, including student/instructor contact time, for each unit of credit).

(5) A list of texts and materials the student will use and substantiation that they are of college level.

(6) A description of how the instructor will measure and evaluate student achievement.

(A) All independent study students shall be required to submit a written report or project to their instructor upon completion of the project. The instructor's grade for the student shall be based, at least in part, upon his/her evaluation of the student's written report/project.

(7) A description of how "critical thinking" skills will be developed or enhanced during the project.

The student, the instructor, the Division Chairperson/Center Dean, and the Admissions Office should all receive a copy of the independent study contract. (NOTE: The Admissions Office copy should be submitted with the final grade sheet.)

Instructor Teaching Load Unit Formula

Instructors shall be awarded Teaching Load Units for conducting independent study courses in accordance with a formula agreed upon by CRFO and the District. Beginning with the spring semester of 1989 the formula for calculating instructor load for independent study courses shall be as follows:

$$\frac{(\text{\# units of independent study} \times 9 \text{ hours}) \div 18}{20} = \text{TLUs}$$

NOTE: This clarification of the purpose and nature of independent study courses may require that new curriculum be developed. For example:

1. Associate degree (non-transferrable) level "Independent Skill Development" courses. These may be particularly appropriate for students who will be working in a lab or workshop while an instructor is present but instructing other classes.

2. Associate degree or transfer level "internship" or "field study" courses. These may be used when Cooperative Work Experience courses are inappropriate.

3. Associate degree level "Lab Assistant" courses (such as BIOL 145).

INDEPENDENT STUDY (40'S & 140'S)

FORMULA FOR FIGURING INSTRUCTOR TLU'S

FORMULA: $\frac{\text{\# STUDENTS x \# UNITS x 9 HOURS}}{20} \div 18 =$ _____ TLU'S

SIMPLIFIED FORMULA: # STUDENTS x # UNITS x .0250 = _____ TLU'S

~~WRONG~~

~~Do not add the # of students and the # of units to get the Total TLU'S.~~

~~Example: 3 students in a .5 unit class~~
~~+ 3 students in a 1.5 unit class~~
~~6 students and 2.0 units~~

~~When you put the numbers in the Formula the equation will be:~~
~~6 students x 2.0 units x .0250 = .3 TLU'S~~

~~THIS IS WRONG~~

RIGHT

The correct way to get the TOTAL TLU'S PER INSTRUCTOR is to put each of the individual units through the Formula. Use CHART below to get TLU'S for the # of students and # of units and then add TLU'S for Total TLU'S.

	STUDENTS		UNITS		TLU'S	TOTAL TLU'S/CLASS
Example:	3 students	x	.5 units	x	.0250	= .0375 TLU'S
And then do:	3 students	x	1.5 units	x	.0250	= .1125 TLU'S

INSTRUCTOR TOTAL TLU's = .1500

THIS IS RIGHT

Students	Unit 0.5	Unit 1.0	Unit 1.5	Unit 2.0	Unit 2.5	Unit 3.0
1	.0125 TLU	.0250 TLU	.0375 TLU	.0500 TLU	.0625 TLU	.0750 TLU
2	.0250 TLU	.0500 TLU	.0750 TLU	.1000 TLU	.1250 TLU	.1500 TLU
3	.0375 TLU	.0750 TLU	.1125 TLU	.1500 TLU	.1875 TLU	.2250 TLU
4	.0500 TLU	.1000 TLU	.1500 TLU	.2000 TLU	.2500 TLU	.3000 TLU
5	.0625 TLU	.1250 TLU	.1875 TLU	.2500 TLU	.3125 TLU	.3750 TLU

Forumla simplified by Faith Ellison, 1-30-89

GUIDELINES ADOPTED BY THE CURRICULUM COMMITTEE
FEBRUARY 17, 1988
ON SUBSTITUTION OF ASSOCIATE OF SCIENCE DEGREE MAJOR REQUIREMENTS

In order to earn an AS Degree, students must complete a minumum of sixty semester units of work which shall satisfy all of the requirements for an Associate of Arts Degree and additional course requirements specific to the major emphasis area.

The following conditions apply:

- a maximum of four units of physical education activity courses may be applied toward the degree;
- a maximum of nine units of cooperative education courses may be applied toward the degree;
- a maximum of one unit of short-term courses may be applied toward the degree;
- a 2.00 grade point average or better for all work applicable to the degree;
- a 2.00 grade point average or better for all work applicable to the degree at College of the Redwoods;
- only the first 14 semester units of "CR" (credit) grades may be applied towards the degree;
- completion of a minimum of 20 semester units at College of the Redwoods and enrollment at College of the Redwoods during the term the degree is granted; OR
  completion of a minimum of 40 semester units at College of the Redwoods and filing of a petition to graduate within two years of the last date of attendance at College of the Redwoods.

The following guidelines shall govern the substitution of specific course work required for the associate in science degree major:

A. A course(s) may be substituted for one or more of the required course(s) when it is found that the college:
   1. canceled the course(s); or
   2. could not offer the course(s) within a two-year period; or
   3. deleted the course(s) from course offerings.

B When it becomes necessary to substitute a course(s) for one or more of the associate in science degree major requirements:
   1. the division chair will approve the substitute course(s);
   2. there will be a single substitute course chosen for each of the major requirements that, for whatever reason, is not being offered within the two-year time period;
   3. all students missing the same course(s) will then enroll in the same substitute course(s); and
   4. a memo indicating the substitution and the reason for the substitution should be sent to the Records and Evaluator and the Counseling Office.

REPEATABILITY POLICY

Approved and Adopted by he Curriculum Committee, December 18, 1985

Any course can be repeated after five years for credit, and if there is justification for repeating the course sooner, that should be so indicated in the catalog.

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